

**EDUCATIONAL GUIDE: REFUGEE CHILDREN'S STORYTELLING ACROSS
CURRICULUM**

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Educational Guide: Refugee Children's Storytelling across Curriculum

by

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A Thesis Submitted in Partial Fulfillment of

Requirements of the CSU Honors Program

for Honors in the degree of

Bachelor of Arts

in

Early Childhood Education

College of Education and Health Professions

Columbus State University

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November 2014

Abstract

The United States is facing a continuous increase in the amount of refugees seeking refuge in the States. This continuous increase places a strain on the current education system that is underequipped to handle an influx of students with very special and unique needs. This thesis discusses these needs and one method of addressing these needs in a way beneficial to refugee students. The method involves traditional storytelling in refugee family's homes being used in the classroom. This method was put into practice into a classroom without any refugee students and is also discussed in this thesis.

Table of Contents

Introduction.....	5
Related Literature.....	7
What is a Refugee?.....	7
Language Barriers	8
Cultural Gaps.....	8
Behavioral Consequences of Traumatic Experiences	9
Connecting School and Home when Working with Refugee Students.....	11
Culture and Storytelling in the Classroom	12
Honors Project Description.....	16
Format of the Education Guide	16
Lesson Plan Format within the Guide	17
Reflections	19
Reflecting on the Literature Review	19
Reflecting on the Stories Used for the Lesson Plans	20
Reflecting on Writing the Lesson Plans.....	20
Reflecting Upon Using a Lesson Plan.....	21
Conclusion	23
References.....	24
Appendix A: Lesson Plan Format.....	26

Appendix B: Lesson 1 and Accompanying Resources	27
Appendix C: Lesson 2 and Accompanying Resources	32
Appendix D: Lesson 3 and Accompanying Resources	37
Appendix E: Lesson 4 and Accompanying Resources	42
Appendix F: Lesson 5 and Accompanying Resources	48
Appendix G: Lesson 6 and Accompanying Resources	54
Appendix H: Lesson 7 and Accompanying Resources	60
Appendix I: Lesson 8 and Accompanying Resources	65
Appendix J: Lesson 9 and Accompanying Resources	71
Appendix K: Lesson 10 and Accompanying Resources	77

Introduction

In the 21st century, there has been an increase in numbers of refugees seeking asylum in other countries, fleeing from difficult circumstances such as war or genocide. In fact, according to a survey conducted in 2009, there are nearly 14 million refugees seeking asylum in the entire world (U.S. Committee for Refugees and Immigrants, 2009). More than half of these refugees are children (Clark, 2001). About 60,000 of these 14 million refugees find asylum in the United States each year (The Bureau of Population, Refugees, and Migration, 2012). This population of refugees is diverse in nature, consisting of displaced people from all over the world. Considering how many refugees are coming into the United States, and how many of them are children, the education system in the country is seeing more and more refugee students. To provide better educational opportunities for refugee children, it is more important than ever before for educators to understand what a refugee is, what situations they came from, what challenges refugee children are going through because of these situations, and how to meet the special educational needs associated with refugee experiences.

Meeting the special educational needs that refugee students present is a complex task that could be addressed by creating a positive educational framework within their new schools (Szente & Hoot, 2006). A positive educational framework is a structure for supporting a constructive educational experience for students. These structures can take the form of lesson plans, events, or simply the rules governing the classroom. Creating a positive educational framework within the school of a new country may help refugee children engage in a positive learning environment where their path to recovering from past experiences and successful adjustment to the new country may begin (Szente & Hoot, 2006).

To help teachers meet special educational needs of refugee children the author of this completed Honors project developed an interculturally sensitive educational guide for teachers of

refugee children that is grounded in the positive educational framework. The guide resulting from this effort aims to celebrate diverse cultural backgrounds of refugee students by offering teachers materials that would help them incorporate diverse refugee cultures into curriculum. The main vehicle employed in the guide to bring refugee students' cultures into the classroom are stories told by refugee families from South Sudan, Somalia, and Nepal. The stories were collected through a research project devoted to storytelling practices of refugee families resettled in America. The interculturally sensitive guide will consist of several lesson plans each devoted to a unique story recorded in refugee families' homes in western New York. The lesson plans and supporting materials within the guide was designed to create positive and interesting educational experiences for refugee students and their peers that celebrate cultures of refugee students through sensitive inclusion of their stories into the mainstream US classroom. These materials are publicly available online on a website sponsored by a grant awarded by the American Education Research Association (AERA).

Related Literature

The primary research areas that informed this project include: refugee experiences, refugee children and education, students' cultural diversity and school, and storytelling and culture. In order to develop the guide, it is important to clearly define the term "refugee" and understand some common experiences of refugees worldwide. Next, potential barriers on the way to successful educational experiences of refugee students in US schools are discussed. Then the importance of connecting the native culture of refugee children to schools as one of the ways to overcome these barriers is brought to the forefront. Finally, the literature review ends with storytelling as a cultural tool that teachers could use in their classrooms to provide culturally inclusive positive learning to refugee students and their peers.

What is a Refugee?

The Merriam-Webster Dictionary defines a refugee as "a person who flees to a foreign country or power to escape danger or persecution" (Refugee, 2014). This is different from typical immigrants who immigrate in hopes to improve their quality of life (Strekalova & Hoot, 2008) In other words, refugees immigrate because they choose to live a life of peace rather than constantly living in fear.

Some of the situations that refugees may be fleeing are an oppressive government, war, genocide, or severe religious or ethnic discrimination. Due to these factors, those seeking refuge are at high risk for being mistreated, tortured or even killed while in their homeland. Often these people lived in fear for their lives or the lives of their loved ones. For instance, in countries under the rule of the Taliban, women constantly live under the fear that they will be accused of a "sin," which could result in anything from rape (*New York Times*, 2009) to death (Hagedorn, 2013). After being granted asylum and becoming refugees, there might be some lasting effects

from living under stressful circumstances such as post-traumatic stress disorder (PTSD), distrust of authority, and frequent nightmares (Strekalova & Hoot, 2008).

In addition to experiences that cause refugees to seek asylum in the first place, their journey is not over after they find a new home in a resettling country. An array of barriers to successful adjustment in the new country may interfere with their acculturation after resettlement. Below, some of these barriers are highlighted.

Language Barriers

The most obvious barrier are language barriers. By the time a refugee student reaches the classroom, he/she may have had limited or no exposure to English. This exposure, if any, is rarely sufficient for students to understand the instruction nor to communicate within the educational setting. Some schools that host a considerable amount of refugee children are attempting to bridge this gap by employing speakers of languages that the newcomers represent (e.g., Buffalo Public School District). Assistance with translation can sometimes be found within a refugee community, but the variety of refugees coming in has made it increasingly difficult to have a translator for each language represented in refugee communities (Strekalova & Hoot, 2008).

Cultural Gaps

A potential barrier to positive educational experiences for refugee children could emerge from experiential and cultural differences between teachers and refugee students. Teachers of refugee children in the US are more likely than not: Caucasian, monolingual, with middle class backgrounds, and have little to no experience with international travel (Strekalova & Hoot, 2008). Most refugee children have seen and heard things that most teachers have never seen and heard, things that some teachers may not understand. While a majority of teachers have lived in

relative safety for most of their lives, refugee children have been exposed to the atrocities of war, death, hunger, and personal danger.

Teachers may possibly overcome these differences by being interculturally sensitive. An interculturally sensitive teacher is aware of and respectful of differences in cultures within the classroom. This requires teachers to be on the lookout for behaviors that show a difference in culture in individual students. Many times, teachers are completely unaware of the students' culture at home. When an interculturally sensitive teacher notices such a behavior, he/she should follow up on that behavior and ask the student and parents about their home life, what their culture is like, etc. This information can be very explanative in why both the parents and students do or do not do certain things. Sometimes the parents are reluctant to share about their home life, which is their right. The teacher should do whatever he/she can to research and learn as much as possible about their students' different cultures. The more a teacher knows about the home life of his/her students, the better the teacher can reach the individual needs of his/her students. For instance, if a teacher has discussed a student's home life with the student, it would be easier helping that student choose what type of books to read in order to keep the student engaged in reading (Lynch-Brown, Tomlinson, & Short, 2011).

Behavioral Consequences of Traumatic Experiences

Another barrier to successful experience of refugee children in a new school is related to certain behavioral challenges that traumatized refugee children might be going through. These problems are not unique to refugee students, but they are common behaviors to children who have been through traumatic experiences (Strekalova & Hoot, 2008). When exhibited, these behaviors may interfere with refugee students' ability to fully benefit from instruction.

Blackwell and Melzak (2000) identified and described six behaviors associated with refugee children traumatized by experiences they encountered prior to seeking refuge: explosive anger, problems with authority, inability to concentrate, rule testing, withdrawal, and age inappropriate behavior. Explosive anger is perhaps the most easily noticeable behavior in the classroom. For example: a refugee child who has been provoked in some manner and his/her response appears to be greater than is considered normal for the situation. This behavior could be caused by a painful memory associated with the provocation. The second behavior, problems with authority, might be more difficult for teachers to associate with students' previous traumatic refugee experience. This type of behavior could express itself through unresponsiveness or disrespect to the teacher. Many refugee children may have been subjected to or witnessed cruelty inflicted by adults that contributed to their displacement from their home country, which may cause a general mistrust of adults and lead to problems with authority. An inability to concentrate is another behavior caused by post-traumatic stress disorder that may go unnoticed by teachers or may be attributed to Attention Deficit Disorder (ADD).

The final three behaviors are often difficult for teachers to identify as related to past refugee experiences. Rule testing is common in many children, not just refugee children, because they want to know what they can get away with doing. Refugee children may engage in this behavior because they might think that since bad things have happened to them, they must be bad children (Blackwell & Melzak, 2000). They may test the rules in order to see how bad they really are (Strekalova & Hoot, 2008). Withdrawal involves the student withdrawing from the class, typically by being silent even in the noisiest of atmospheres. This could be a result of unpleasant memories or current problems associated with post settlement challenges. And finally, one of the more difficult to address behavioral problems exhibited by refugee students is

age inappropriate behavior. These children have sometimes had to take on roles much more mature than their own age. This may result in them acting less mature than their age at school. When teachers are aware of the roots of these six behaviors associated with refugee students, they may more easily address them.

Connecting School and Home when Working with Refugee Students

If a student's home life and culture is ignored, students and even their parents may feel unwelcome in the school. The more parents are involved in the school, the more benefits the school and the students see. Parents involved in their child's class allows the teacher to do more things with the class benefiting the class as a whole. If the parents of refugee children feel unwelcome in the school because of their culture, they will not help in increasing the benefits to the school and their own child.

Why is it important that school life and home life have a connection? The most important reason to make a connection between the two is to keep learning relevant. When teachers incorporate aspects of children's home culture, it makes the students more interested in learning because activities look familiar (Mayesky, 2012). Students, regardless of age or level, often wonder what is the value in learning something if that information or skill is not going to be used anywhere except for in the classroom when talking about that particular subject. When a student does not value school or a subject, the amount of learning the student does decreases in comparison to what their potential learning could have been if the student valued learning about that topic. Teachers have found many ways throughout the years to make learning valuable to students such as following students' interests as much as possible. Connecting the material being taught to the home life and culture of students is another method of making learning valuable to the students. If they can see a real world purpose or see that they can use that

learning in more than just school, the material being taught suddenly becomes much more worth learning than it had previously been.

Another reason why it is important to connect home life with school life for refugee students in particular is to help students with forming their self-identity. Bullying in today's schools is attracting more and more attention. Refugee children are more susceptible to it because they may have different accents, they may dress different from the other students, or they may not know things that are common knowledge to most of their peers. This teasing may cause refugee children to feel self-conscious about their home culture. This self-consciousness may lead them to hide their home culture as much as possible when at school. This eventually will cause a split in identity between their identity when at home and their identity when at school. Bash describes this situation further in his own writings (2005).

Teachers can help refugee students avoid or overcome this splitting of the identity by making connections between the refugee's home culture and school. One of the potential ways it could be achieved is by connecting traditional storytelling from refugee children's homes to what is being taught in school. The result of this may cause a refugee student to feel pride in his/her own culture due to it being important enough to be discussed in school, and may also result in more positive peer interactions in the future for that refugee student. This could happen because other students in the class may have their interest sparked in knowing more about the refugee student's home culture or in knowing more stories told in that student's home.

Culture and Storytelling in the Classroom

Storytelling involves orally telling a story. These stories normally have a moral lesson to be learned. These stories are easy to incorporate into the classroom as they align easily with Common Core English Language Arts standards (MacDonald, Whitman, & Whitman, 2014). An

example of the alignment potential of Common Core and storytelling is standard CC2RL2:

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. This standard can be seen being put to use in Appendix F. The best way to expose children to fables and folktales is the traditional method of storytelling.

In many homes, storytelling is a dying art (Speaker, 2000), which is why it should be captured and recorded while some can still recall the stories. Storytelling is something that may become a natural connection between home life and school life. Making instruction relevant to students' interests and backgrounds may improve learning. McCabe states that children understand stories that are similar to the ones heard in the home better than stories that are completely foreign (1997).

Benefits that teachers may find from using stories told in their students' native cultures are helping students with their self-identity, improving peer interactions between refugee students and other students in the class, making learning more meaningful, and demonstrating to the parents that their child's teacher cares about their culture. Each of these benefits have been touched on previously, but now more full explanations can be given in relation to the use of storytelling in the classroom.

As mentioned earlier, refugee students struggle with their self-identity when they see different values in place at school compared to at home. Fantino and Colak claim that the disruption of migration causes identity formation to become a "difficult balancing act" between their home culture and the American culture that surrounds them (2001). Stories passed on from generation to generation are a vehicle for cultural values and cultural identity and might serve as a tool for embracing the home culture which otherwise may go unnoticed in the school within the predominant culture. The split between their home selves and their school selves get an

opportunity to combine as something heard at home is being heard again at school. Suddenly the two very different worlds have met, giving an opportunity for those split identities to meet and work on merging together.

Problematic peer interactions live with children throughout their entire lives. Refugee children are more likely to be ridiculed by their American peers due to their cultural differences (Snyder, May, Zulric, & Gabbard, 2005). In many ways, a teacher sets the tone for how culturally different students are treated by their peers. If the teacher has a positive attitude about the refugee student in the class and his/her culture, then the student's peers may be more likely to have positive interactions with the refugee student. When the teacher exposes the non-refugee students in the class to a story from the refugee student's home culture, other students may begin to feel more open to the refugee student's culture. Their curiosity could be sparked. They may begin to ask questions which could lead to them getting to know and understand their refugee peers better, which could result in more positive interactions in the future. These positive interactions could help build the refugee student's self-esteem and make school more enjoyable over all.

Using traditional storytelling in the classroom makes learning more meaningful for refugee students because they are able to see a connection between home and school when school concepts are related to what they already see happening in their home. They have heard the stories told multiple times at home, then they get to hear it again at school and use it to apply concepts being taught in school such as identifying the beginning, middle, and end of a story. This connection makes learning material such as characters and setting much more meaningful because the student already had an interest in the story because it is familiar and now he/she can share the new information learned with his/her family in relation to the story. With this

understanding established, it becomes easier for the student to apply this knowledge to new stories.

Bringing in a student's home culture helps parents to feel more welcome in the school (Henderson et. al., 2007). When a refugee student comes home from school after hearing a familiar story that is often told at home, he/she might be very excited and could share this news with his/her family. This allows the parents to know that their child's teacher does in fact care about where they come from and who they are. This could cause parents to feel more comfortable with approaching their child's teacher and help both parties to form a more complete understanding of what the student needs. This may also cause the parents to become more involved in the school which overall may help acculturate the family.

Honors Project Description

This Honors project resulted in an interculturally sensitive educational guide that could be used in any elementary school classroom to connect diverse cultures of refugee students to the US classroom. The guide features lesson plans based on stories told in families of refugee children who immigrated to Western New York from Nepal, Somalia, and South Sudan. These stories were recorded through a research project sponsored by the American Education Research Association. The research study was devoted to storytelling practices of refugee families from various cultures resettling in Western New York and enriching its public schools with diverse refugee students. The guide and stories can be found in Appendices B through K.

The data for the project was collected through a series of home visits to the three target refugee communities (Somalia, Nepal, and South Sudan). Within the three communities of interest, three families were identified for home visits. During home visits, parents or grandparents would be captured telling a story to their children/grandchildren in a natural setting. Each family was visited twice, producing two stories from each family, six stories from each community for the total of eighteen stories. The stories were later translated into English from the three native languages.

Format of the Education Guide

This educational guide consists of ten lesson plans based on the unique stories collected from Nepali, Somali, and South Sudanese refugee families participating in the study described above (see Appendix B for a sample story). There are ten lesson plans altogether, two of which are multi-cultural lessons. Teachers are able to view these lesson plans from a website that was designed to focus on the educational needs of refugee students.

The majority of the lesson plans focus on the English Language Arts and each contain a creative component. Other content areas were incorporated when possible. The lessons are aligned with the Common Core Standards, which have been completely adopted by forty-four states. Aligning these guides make using any of these guides more feasible for teachers who are already crunched for time because they will be able to address at least one standard while also addressing the needs of the refugee children in his or her classroom.

These lesson plans are interculturally sensitive. This means that these lesson plans take into account the presence of a variety of cultures in the classroom. These lesson plans suggest respectful ways to incorporate different cultures and to promote cultural curiosity in the students.

Lesson Plan Format within the Guide

A template was used for the creation of the lesson plans (see Appendix A). The first section of the template contains the Common Core Standard(s) aligned with the lesson. There is at least one standard in this box in each lesson, but there are many lessons where more than one standard is listed. Standards differ by grade level, so in order to accommodate for different grade levels, any standards that apply to the lesson are included.

The second section contains the essential question(s) for the lesson. An essential question is based on the standard being addressed and the content of the lesson. It will summarize the main idea that students should take away from the lesson in a question format.

The third section consists of a vocabulary section. Inside this section, there are two subsections. The first is for vocabulary that students need to already be familiar with prior to the instruction of that lesson. The second subsection is for vocabulary that will be taught within the lesson. Terms that would typically be foreign to the teacher include a definition.

The fourth section will contain a list of materials needed for the lesson.

The fifth section contains the suggested introduction for the lesson and will be the first section that directly involves instruction to students. This section suggests a way to prepare students for listening and/or reading the story that is the focus for the lesson. This section may include a video, an activity, a discussion, a review, or anything else appropriate for introducing the students to the topic at hand.

The sixth section contains the body of the lesson. This is where the story and the main point of the lesson will typically be read. This section will include the actual story to be read, and recommended questions to be asked before, during, and after the reading. There is one lesson where there is an exception. In that case, this section is used to discuss and impart knowledge on the topic being discussed in that lesson.

The seventh section contains the conclusion of the lesson. This section will include a discussion, a creative activity, and/or an assessment.

The eighth section contains a recommended assessment(s) for the lesson. The section where the assessment applies to is listed in this section as well as the type, a description, and the purpose of the assessment.

The ninth section contains any resources a user of the plan may find useful in implementing the lesson. These resources may be links to online videos, useful websites, applications, or activities. These are listed under the sections it would be best to implement them.

In the tenth section is a list of any references used in the creation and/or implementation of the lesson. Attached to the plan are any forms, or graphic organizers necessary or helpful to implement the lesson.

Reflections

This project has given me much to reflect on: information learned from studying the literature, the stories used in the lesson plans, writing the lesson plans, and enacting one of the lesson plans. The literature revealed how those who are now refugees were greatly suffering and mistreated in their previous residencies. The idea that there are children suffering from PTSD due to seeing and experiencing things that no adult should experience, nonetheless a child was beyond my imagination. Reading the stories showed me how many similarities there are between cultures. Writing the lesson plans challenged me to find useful, creative, and interesting ways to incorporate the stories into existing standards. Enacting one of the lesson plans revealed challenges in the lesson plans that had not been previously considered when the plans were merely in the writing phase. All of these things together shaped me into a more culturally sensitive, well-planned, and knowledgeable teacher.

Reflecting on the Literature Review

Preparing for the literature review was an eye opener. So much grief and pain occurs in this world. Some of this grief and pain can only be prevented if you run away from the source. All the information learned through preparing the literature review revealed how important it is to provide a culturally sensitive education to these battered and bruised refugees.

This weariness brought on by the trials of life causes so many problems later for the educator. Most educators have no idea what they are in for when a refugee child comes into the classroom. So many things must be considered, and the same expectations cannot be applied to refugee students as the average student. A teacher has so much more to learn about a refugee student than the average student, which leads to so many necessary modifications to teaching.

Activities or lessons that a teacher may do every year with other students may require more thought and attention with a refugee student in the classroom because it may trigger an unwanted reaction from that child due to past experiences. On the other hand, that same teacher is given so many more opportunities to expose the other students in the classroom to a different culture due to the presence of the refugee student.

Reflecting on the Stories Used for the Lesson Plans

There are many similarities found between the traditional stories of the refugee groups considered and the traditional stories Americans have heard throughout the years, *Aesop's Fables*, for instance. One story in particular shows this connection: The Tortoise and The Fox, which can be found in Appendix G. In this story, the tortoise and fox both go out to find new homes. The tortoise finds a well-built house with a fat cow while the fox finds a poorly built house with a scrawny cow. The fox manages to convince the tortoise that everything he has is actually better than what the tortoise has which convinces the tortoise to beg the fox to trade belongings. The story ends with the tortoise realizing he was being fooled and the two friends parting ways. In this story, the fox is portrayed as wily, just like foxes portrayed in *Aesop's Fables*. This similarity and other similarities found in aspects of each of the stories used in these lesson plans is an easy way to show to all students that even though some come from different circumstances, some things are the same from culture to culture.

Reflecting on Writing the Lesson Plans

Some of the ideas for how to give the stories a purpose in the classroom came easily, while others took more effort to plan. The lessons that came easily had standards that matched up perfectly such as this second grade standard: **CCSS.ELA-LITERACY.RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message,

lesson, or moral. All of the stories used in writing the lesson plans were either fables or folktales so these lesson plans merely became a task of finding a way to introduce the story and an activity or graphic organizer that focused on a key detail from the story, or was about the moral of the story. The lessons began to all be the same using just this one standard, so I began to challenge myself and think of other ways to use these stories to address different standards. Writing standards were considered, as well as standards like this one that requires students to compare stories: **CCSS.ELA-LITERACY.RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. One lesson even touched on science although the standard aligned with that particular lesson is still a reading standard since the Common Core does not have science standards at this time on the elementary school level.

Deciding what should accompany each story was the most difficult part of planning. Selecting a standard came easily once the purpose of the lesson was decided. The essential question was a simple task. The suggested assessment and the resources sometimes took some consideration and time to put together. A meaningful assessment requires ample consideration of the purpose of the assessment. Much of that is left up to the educator implementing the lesson because they know best what they need to know about their students from that lesson. Creating a meaningful assessment for any situation required a good deal of time, thought, and research. Putting together resources took more time than other sections because videos had to be found, a graphic organizer either found or made, and useful websites had to be found.

Reflecting Upon Using a Lesson Plan

I had an opportunity to enact a lesson titled "The Greedy Traveler," located in Appendix E, in a first grade classroom. The lesson went much like planned and resulted in fully engaging

all the students. Students were able to practice their listening skills which is a very important skill to have in first grade since most tests are read aloud to them which requires them to pay close attention to what they hear rather than what they see. A spontaneous adjustment that was made during this lesson was a model was provided for the students. Recent experience has taught me that young students such as first graders need a visual model in order to know what is expected of them. This resulted in some students simply copying the model, but also resulted in better quality work from other students.

The model was made by asking the students what happened in the story. Key terms used were "first," "next," and "then." After students told me what happened a whole group discussion took place about what they imagined the scene looked like. I helped them organize their thoughts and place them on the board. Students were then sent to their seat to either use what they had helped write on the board or to illustrate a different part of the story.

The successful implementation of this lesson proved it to be useful because students were able to use this lesson to practice identifying key details in a story. No refugee children were enrolled in this class, making this an effective trial run for usefulness in a typical classroom, not necessarily for use in a classroom where a refugee child is present. However, since this lesson was practical in a typical classroom, it should be twice as effective in a classroom where a refugee student is present.

Conclusion

The literature shows that the amount of refugee students entering the American education system is increasing. Educators are underprepared and underequipped to meet the many special needs of refugee students. To best serve refugee students, educators must shape their classrooms to be culturally sensitive and aware. Educators can do this by incorporating stories from different cultures into their classroom. The author created ten lesson plans with this goal in mind that are now accessible to educators with refugee students in their classroom. This website has been made known particularly to educators in Western New York where there is a large population of refugee families already in existence. One of the ten lesson plans was then enacted in a first grade classroom thus proving that lesson plan to be a useful tool in an actual classroom.

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Appendix A
Lesson Plan Template

Title	
Standard(s):	
Essential Question(s):	
Vocabulary:	Prior Vocabulary Necessary for Instruction: New Vocabulary Introduced in this Lesson:
Materials Needed:	
Introduction:	
Body:	
Conclusion:	
Suggested Assessment	
Tool(s):	
Resources:	
References:	

Appendix B

Lesson 1 and Accompanying Resources

Best Friends, Worst Enemies	
Standard(s):	<p>4th: CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.W.4.3.E Provide a conclusion that follows from the narrated experiences or events.</p> <p>5th: CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. CCSS.ELA-LITERACY.W.5.3.E Provide a conclusion that follows from the narrated experiences or events.</p>
Essential Question(s):	What are the qualities of a good friend?
Vocabulary:	<p>Prior Vocabulary Necessary for Instruction:</p> <ul style="list-style-type: none"> • Fiancé <p>New Vocabulary Introduced in this Lesson:</p>
Materials Needed:	<p>Index cards or sticky notes</p> <p>Writing paper</p> <p>Pencils</p>
Introduction:	<p>Discuss the Qualities of Good Friendship</p> <p>Draw a T-chart on your white board, poster board, interactive board, whatever works for you. Label one side as "Qualities of a Good Friend." Label the other side "Qualities of a Poor Friend." Give each student two index cards or sticky notes. One should be a happy color, and the other should be a sad color. Tell students to write a quality of a good friend on the happy colored index card and a quality of a poor friend on the sad colored index card. Have students bring up their index cards and tape them under the appropriate labels. When students have finished, have a discussion about what they wrote and make a few suggestions of your own.</p>
Body:	<p>Read "Best Friends, Worst Enemies"</p> <p>Ask these questions after reading.</p> <ul style="list-style-type: none"> • What made the other girls begin to hate the beautiful girl? • What did the jealous girls do to the beautiful girl? • What would have been a better way for the girls to handle their jealousy?

	<ul style="list-style-type: none"> • Why did the jealous girls pretend to not know where the beautiful girl was? What feelings do you think they were feeling? • Do you think the fiancé really loved the beautiful girl?
Conclusion:	<p>Writing Prompt</p> <p>Give students the following writing prompt. "Write a continuation of this story for the beautiful girl. Explain what happens next to her. Does she fall in love with someone else? Do the jealous girls try to kill her again? Does she take revenge on the girls? Or does something else happen altogether?"</p>
Suggested Assessment Tool(s):	<p>For the Body</p> <p>Use a rating scale to assess students' responses during the post-reading questioning. Make a list of your students' names and as students answer questions, write a number 1-5 beside their name. 1 will represent a poor response, 3 will represent an adequate response, and 5 will represent an amazing response.</p> <p>For the Conclusion</p> <p>Use a rubric to assess students' writing. You will find one by following this link. This rubric can be used as a formative or summative assessment based on what would best meet your needs.</p>
Resources:	<p>For the Conclusion</p> <p>After students have written their assignment, allow them to bring their story to life using http://storybird.com/. This website will allow them to turn their stories into picture books. Pictures are available through the website for students to use to illustrate their writing.</p>
References:	

Best Friends, Worst Enemies

Once upon a time, there were some girls who were very good friends. They shared everything together and trusted one another. One of the girls was far more beautiful than the other girls. She was so beautiful that every man in the village watched her as she walked by. The other girls felt insulted because of this and began to hate the beautiful girl.

One day the girl became engaged to the most handsome man in the village. Some of her friends wanted to marry this man and were made even more jealous of the girl. One day, these girls decided to act out on their jealousy and kill the girl. The girl was very innocent and had no idea that the other girls were trying to kill her. The jealous girls asked her to go with them to fetch water from the river. The girl agreed and went with them.

While they were sitting on the river bank, the jealous girls pushed her into the water and ran away. What the girls had not known was that a man had been hiding nearby. The man jumped into the river and saved the girl from drowning. Unsure of where else to take her, he took her to his house for her recovery.

In the meantime, the girls returned to the village and pretended to have no idea where the beautiful girl was. The girl's mother repeatedly asked the jealous girls where she went, but the girls denied knowing where she was. The girl's mother was very suspicious. Everybody in the village went to look for the girl, but no one could find her.

While everyone was searching, one of the jealous girls who had wanted to marry the beautiful girl's fiancé approached the fiancé and said "Your fiancé has run away with another man. We followed her, but she chased us away. We don't know who she ran off with. You know, if you had loved me instead of her, you wouldn't be having this problem right now." Confused, the fiancé believed what was said.

Many days went by, so many that the mother thought her daughter was dead. One of the friends finally gave into the guilt and told the mother what they had done to the girl. In the meantime, the girl who misled the fiancé continued to mislead the fiancé, eventually resulting in the fiancé marrying this girl instead of his fiancé. After they got married, the beautiful girl returned to the village, healthy and whole. When the truth was out, none of the villagers were happy with the girls who pushed the beautiful girl in the river.

In the end, the friendship was broken. It just goes to show that your best friend can turn out to be your worst enemy.

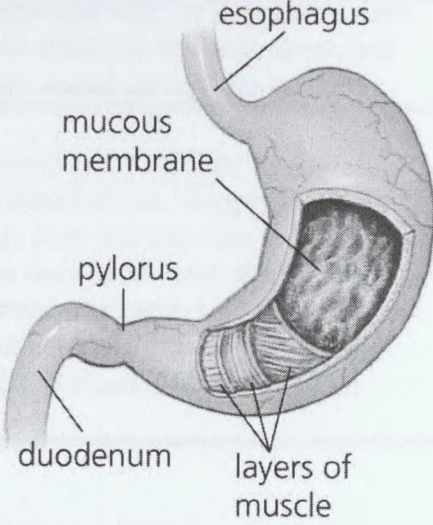
Rubric for Assessment of Best Friends, Worst Enemies

	1 Poor	2 Okay	3 Good	4 Amazing
Content	This story is in no way related to the original story.	This story does not flow well from the original story.	This story has a hiccup or two that prevents it from flowing well from the original story.	This story flows well from the original story.
Grammar, Spelling, and Punctuation	There are 7 or more grammar, spelling, or punctuation mistakes.	There are 6 or less grammar, spelling, or punctuation mistakes.	There are 3 or less grammar, spelling, or punctuation mistakes.	There are no grammar, spelling, or punctuation mistakes.
Creativity	This story is exactly like someone else's story.	The idea behind this story was briefly mentioned in class and flows well with the original story. This story is similar to other stories in the class.	The idea behind this story was briefly mentioned in class and flows well with the original story. This story does not have a match in the rest of the class.	The idea behind this story was not mentioned in class but still flows well from the original story.

Appendix C

Lesson 2 and Accompanying Resources

The Parts of the Body	
Standard(s):	<p>K: CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>1st: CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>2nd: CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3rd: CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
Essential Question(s):	What does the digestive system do?
Vocabulary:	<p>Prior Vocabulary Necessary for Instruction:</p> <ul style="list-style-type: none"> Stomach Food groups <p>New Vocabulary Introduced in this Lesson:</p> <ul style="list-style-type: none"> Digest Gastric juices Stomach acid Heartburn Acid reflux
Materials Needed:	<p>"The Functions of the Body"</p> <p>Model stomach (optional)</p> <p>Diagram of stomach</p> <p>Ziploc bags</p> <p>Crackers</p> <p>Sprite or 7up</p>
Introduction:	<p>Read "The Functions of the Parts of the Body"</p> <p>Before reading, explain that you will be reading a folktale from Sudanese culture to introduce a science topic.</p> <p>Questions for after reading</p> <p>Why did the other body parts think the stomach was useless?</p> <p>What started to happen to the other body parts after they stopped feeding the stomach?</p> <p>What would happen if the rest of the body never fed the stomach again?</p> <p>What happens to you when you haven't eaten for a while?</p>

	Does it matter what you feed your stomach?
Body:	<p>Discussion about stomachs and digestion Sentences in italics are questions to be posed to the students. <i>Where is your stomach. Everyone point to your own stomach.</i> <i>What do stomachs look like?</i> Show students a simple diagram of a stomach and explain the diagram. Young students are unlikely to be able to handle a diagram that shows the stomach where it belongs in a person; try to avoid such diagrams. While discussing the diagram (or manipulative if you can find one), explain the shape of the stomach, the color, and what the stomach itself is made of (outer wall, muscle layers, and mucous membrane being the most important pieces). Be sure to explain the whys of all those aspects. <i>What does the stomach do?</i> If students do not bring up the term digest, mention that word yourself. If the question is not answered satisfactorily, explain that the stomach is there to digest food to provide the body with the necessary nutrients and energy for survival. <i>How does the stomach digest food?</i> Explain that the stomach digests food with the assistance of gastric juices. Terms you may want to mention are stomach acid, heartburn, and acid reflux. Some trivia you may want to share with your students at this point would be the time it takes the stomach to process food: five hours (Farndon & Lampon, 2012). <i>Some foods are easier to digest than others. What kind of foods are easier to digest?</i> Explain that some foods are dissolved more easily than others. Examples are squash, zucchini, carrots, melon, peaches, and apricots. Discuss how spicy foods and foods high in acid are hard to digest. You may want to bring up the terms heartburn and acid reflux again.</p> 
Conclusion:	<p>Option 1: Digestion in a Bag and Journal In this experiment, every student will need a Ziploc bag, a cracker, and some Sprite or 7up. Have students place the cracker(s) in the bag and close the bag. Have the students crush the cracker(s). Explain that when the crackers are crushed, they are demonstrating chewing food. Add a bit of soda to their bags. Explain that the soda works like gastric acid. The soda will cause the crumbs to become a paste at the end of the experiment. During and at the end of the experiment, have students record their observations.</p> <p>Option 2: Plan a Meal that is Easy on the Stomach</p>

	<p>Present the following scenario to your students: "Your mother is sick with a stomach ache. Plan a meal for your mom to eat that will not upset her stomach. This meal should include all the food groups: protein, grains, fruit, vegetables, and dairy." You can have your students either write a list of what they would serve, write in full sentences what they would serve and why, or have them draw a picture of what they would serve. Also consider allowing students to cut and glue construction paper to represent the items they would serve their mothers.</p>
Suggested Assessment Tool(s):	<p>At the end of the lesson, administer a formative assessment directly asking students what they learned and what they are confused about. Supply students with paper and have them write down three things they learned, two things they are confused about, and one unanswered question they have about the topic. This assessment will be difficult to administer to students who cannot write on their own. For younger grades where few to none of the students can write on their own, ask a few recall questions and use a checklist to check off the names of students who can adequately answer a question.</p>
Resources:	<p>For Option 2 of the Conclusion This coloring sheet will help students to picture the meal they plan for their mothers. Encourage students to draw what they would plan for their mother. http://www.choosemyplate.gov/kids/downloads/ColoringSheetBlank.pdf</p> <p>Extra Resources This website will further explain the digestive system. Use this for your own benefit or as a website for students to explore on their own when on the computer. This website comes with an option to have everything read aloud to your student, so don't worry about your students getting stuck on big, complicated words. http://kidshealth.org/kid/htbw/digestive_system.html</p>
References:	<p>Farndon, J., & Lampon, N. (2012). <i>Body</i>. Thaxted, Essex, United Kingdom: Mike Kelly Publishing Ltd.</p> <p>Garcia (2011, June 1). Science Matters: Body Systems: Digestive System: Digestion in a Bag [Web log post]. Retrieved from http://science-mattersblog.blogspot.com/2011/06/body-systems-digestive-system-digestion.html</p>

The Functions of the Parts of the Body

Once upon a time, the parts of the body were upset with the stomach. They claimed that the stomach was useless and did nothing to help the rest of the body. They felt that they were doing all the work for the stomach. One day the other parts decided they weren't going to do anything for a few days. Several days later, all the parts of the body were suffering from hunger. Curious as to why they were suffering, they began to talk to one another.

"We can't walk now!" complained the legs.

"We can't move ourselves either." moaned the hands.

"And we can't see!" said the eyes.

"We hear a ringing noise." whined the ears.

"I think this is everyone's problem." explained the tongue. "Now I am feeling dry."

They all agreed they had never suffered like this before, so they began to think about what could have caused their problems.

"Oh! I know!" said the legs.

"Why?" asked the other parts.

"It is because we have not been feeding the stomach!"

"Yes, you are right." said the stomach, speaking up for the first time. "If you don't feed me, we all suffer and die."

All the other parts decided to go back to work so they could feed the stomach so the stomach could hold their food for them. After they were all fed for a while, the parts of the body became healthy and strong once again.



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Appendix D

Lesson 3 Plan and Accompanying Resources

King Aakhbar, Prime Minister Birbal, and the Poor Man	
Standard(s):	<p>3rd: CCSS.ELA-LITERACY.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>4th: CCSS.ELA-LITERACY.RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>5th: CCSS.ELA-LITERACY.RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>
Essential Question(s):	<p>What is an idiom?</p> <p>What does the phrase "the dead of winter mean?"</p>
Vocabulary:	<p>Prior Vocabulary Necessary for Instruction: Figurative language</p> <p>New Vocabulary Introduced in this Lesson: Idiom</p>
Materials Needed:	<p>"King Aakhbar, Prime Minister Birbal, and the Poor Man"</p> <p>Paper</p> <p>Pencils</p>
Introduction:	<p>Read "King Aakhbar, Prime Minister Birbal, and the Poor Man"</p> <p>Ask students what the phrase "the dead of winter" means.</p> <p>Ask whether this phrase is figurative language or literal.</p> <p>Explain that this phrase is an idiom. Define the term idiom (a word or phrase that is not literal). Give some examples of idioms (see the resource box near the end of this plan for some examples).</p>
Body:	<p>Either write the following phrases on the board or have them prepared on a computer to project onto the whiteboard. Most of these idioms are have American/English roots although there is one with African roots and one with Persian roots.</p> <ul style="list-style-type: none"> • A chip on your shoulder • You hold a grudge • Sick as a dog • Very sick • Rub someone the wrong way • Annoy someone

	<ul style="list-style-type: none"> • Walking around hot porridge • Not getting to the point • It's raining old women with clubs (African) • It's raining really hard • You're a ham • You overreact • Tap dance out of a situation • You smoothly got out of a bad situation • He who leaves the eye will leave the heart (Persian) • If people don't see you, they will forget you <p>As a class, match these phrases to their meanings (meanings are located underneath their idioms; you should scramble the meanings and the idioms when writing them on the board, or projecting them to a screen). Further discuss idioms and meanings as necessary.</p>
Conclusion:	<p>Have students make up their own idiom. They must create the idiom, use it in a sentence (or short story if time isn't an issue for you), explain what it means, and draw a picture of what that idiom would look like if it could be taken literally.</p>
Suggested Assessment Tool(s):	<p>Use a rating scale during the conclusion using your students' names and a scale of 1 to 5. As you look over their finished work, give students a 3 or higher if they create a phrase that isn't literal. A higher score should reflect the amount of creative thought put into creating a unique idiom. Even if the idiom they "create" is a known idiom that wasn't discussed in class, give the student a 3. Give students a 2 if the idiom they use was discussed previously in class, and a 1 if they did not create an idiom at all.</p> <p>This formative assessment will help you understand how much your students understand and can apply their knowledge of idioms. Students with 1s did not understand or could not recall what an idiom is. Students with 2s may or may not have understood but could recall an idiom. Students with 3s or higher understood what an idiom is and could apply that understanding to either recall an idiom or create an idiom.</p>
Resources:	<p>Common English Idioms:</p> <ul style="list-style-type: none"> • Break a leg • Raining cats and dogs • Piece of cake • Costs an arm and a leg • Hit the books • Let the cat out of the bag • Hit the nail on the head • When pigs fly • You can't judge a book by its cover • Bite off more than you can chew

	<p>Here's a fun video that you can use to supplement this lesson that explains animal idioms. https://www.youtube.com/watch?v=ylHYMHaFzzk</p> <p>Here's a list of no preparation necessary activities related to idioms provided by busyteachers.org. You can use most of these during dismissal to keep students busy while they wait to be called to leave. http://busyteacher.org/12776-poster-7-no-prep-activities-for-teaching-idioms.html</p>
<p>References:</p>	<p>Idiom Examples. (n.d.). In <i>YourDictionary</i>. Retrieved June 28, 2014, from http://examples.yourdictionary.com/idiom.html</p> <p>Persian sayings, expressions, idioms, proverbs, and phrases. (n.d.). In <i>English Idioms And Expressions</i>. Retrieved June 28, 2014, from http://www.english-idioms-and-expressions.com/persian-sayings.html</p> <p>Voxy. (2012, February 17). Top 10 Most Common Idioms in English - Voxy Blog [Web log post]. Retrieved from http://voxy.com/blog/index.php/2012/02/top-10-most-common-idioms-in-english/</p>

King Aakhbar, Prime Minister Birbal, and the Poor Man

Once upon a time, there was a king named Aakhbar who had a prime minister named Birbal. One day, the king announced during assembly that he would give a large reward of 100,000 rupees to the person who was brave enough to stay half-submerged in the pond the whole night. There was a poor man living in the area at the time, and when he heard the king's announcement, he went into the pond and stayed there the whole night despite the fact that it was the dead of winter.

In the morning, the king and his prime minister came down to the pond with many guards. "How did you stay the whole night in this cold?" exclaimed the king. The poor man replied saying "I was able to stay the whole night because I watched your castle's bright lights."

"Now I have come to know that you survived this cold night because of the warmth of my light; that's cheating so you can't have the reward." The king said. Disappointed, the poor man returned home. Birbal did not like what the king did, but stayed quiet. Deep in his heart he vowed to himself to give justice to the poor man the next day.

The next day, the king asked Birbal to attend a conference. Instead of attending the conference, Birbal started cooking food in a small pot. He took a piece of bamboo and set his pot on the top of the bamboo. He lit a fire at the bottom of the bamboo, knowing that these efforts would not result in cooked food.

When the king realized that Birbal was not at the conference, the king asked some of his guards to check and see where he was. When the guard found him, Birbal said "I'm hungry and I will not come until after I eat." The guards returned to the castle and reported to the king that

Birbal would not come until he finished cooking. The guards also mentioned that Birbal was cooking his food using bamboo, with the pot at the top of the bamboo, and the fire at the bottom.

Listening to their report, he asked the guards "How is that possible? He will never be able to finish cooking. Let me see for myself what is going on." Approaching Birbal, the king asked him, "What's the matter with you?! How could you possibly cook food by putting a pot at the top of the bamboo and the fire at the bottom?"

Birbal calmly replied "If it's not possible, then how could you possibly think that the poor man stayed the whole night in the pond by the warmth of the lights from your castle? I will not come until I finish my cooking."

The king finally realized his mistake and felt guilty for the arrogance of his action. He asked Birbal to call upon that poor man and give him the reward he deserved.

Appendix E

Lesson 4 and Accompanying Resources

The Greedy Traveler	
Standard(s):	<p>K: <i>CCSS.ELA.RL.K.1</i> With prompting and support, ask and answer questions about key details in a text.</p> <p>1st: <i>CCSS.ELA.RL.1.1</i> Ask and answer questions about key details in a text.</p> <p>2nd: <i>CCSS.ELA.RL.2.1</i> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>3rd: <i>CCSS.ELA.RL.3.1</i> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>4th: <i>CCSS.ELA.RL.4.1</i> Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
Essential Question(s):	What is the moral of The Greedy Traveler?
Vocabulary:	<p>Prior Vocabulary Necessary for Instruction:</p> <ul style="list-style-type: none"> • Moral • Setting <p>New Vocabulary Introduced in this Lesson:</p> <ul style="list-style-type: none"> • Greedy • Journey • Traveler
Materials Needed:	<p>Script of "The Greedy Traveler"</p> <p>Enough copies of the graphic organizer for each student in the class</p> <p>Blank paper for drawing</p>
Introduction:	<p>If students have been sitting still or have needed to be quiet for a long period, take a moment for a brain break.</p> <p>Explain to students that you will be sharing a traditional story from Sudanese culture. If you have a student from this culture, use your own discretion as to whether or not you should share this information with the entire class.</p> <p>Explain to students that this story is a story that parents tell their children in Sudanese culture. Ask students if their parents tell them any stories at home. Encourage students to share the name of the story or a one sentence summary of the story.</p>
Body:	<p>Read/tell the students the title of the story: The Greedy Traveler</p> <p>Ask pre-reading questions:</p> <ul style="list-style-type: none"> • What do you think this story will be about? • What is a traveler?

	<p>Begin reading/reciting the story. Ask the following questions during reading:</p> <ul style="list-style-type: none"> • Why do you think the family invited the traveler into their home? • Why was the father surprised by how much the traveler ate? <p>Ask post-reading questions:</p> <ul style="list-style-type: none"> • Do you think the traveler really had a stomach problem? Why or why not? • What was the purpose of this story? • Why would someone tell this story? <p>If it hasn't come up already, explain that the main idea of this story is also a moral. Ask students if they can explain what the moral is. Explain the moral yourself after students' attempt even if the correct answer was given in order to reiterate the correct moral.</p> <p>Hint: the moral of the story is to not eat too much when you are someone's guest because they will not want you to come back to their home.</p>
<p>Conclusion:</p>	<p style="text-align: center;">Option 1: Have students complete graphic organizer</p> <p>Follow this link to the Greedy Traveler organizer. Complete as a whole class, in pairs, or individually.</p> <p style="text-align: center;">and/or</p> <p style="text-align: center;">Option 2: Have students illustrate the story using key details</p> <p>Ask students if they remember the setting for the story. Explain that the lack of description of the setting makes this story universal. It could take place anywhere. Instruct students to choose a moment from the story and have them illustrate that moment. That moment should contain at least one of the key details from the story such as an event or the introduction of a character. For example, a student may draw a picture of the traveler walking down the road before coming to the family's house.</p> <p>Depending on the abilities of your students, you may instruct students to add a writing component to this activity. For younger or lower achieving students, you may have them write a sentence or two about what their illustration is depicting. For older or higher achieving students, you may have them do the same but also have them write a few sentences on the moral of the story, and what they would have done differently if they were the father.</p> <p>For quick finishers, have them write about a time when someone stayed at their house and was rude or a time when they stayed at someone else's house and what they did that may have been rude. The point to this prompt is for the students to make a self-to-text connection.</p>
<p>Suggested Assessment Tool(s):</p>	<p>Assessment during body:</p> <p>Create a checklist using your students' names. When a student responds appropriately to a question or asks an appropriate question, make a check next to that student's name. This checklist will show you who is paying attention to key details in the story. Note that appropriate responses do not necessarily mean correct responses. The goal of this assessment is to see that students have paid</p>

	<p>attention to the key details in the story and are using those key details to guide their responses and questions. This assessment functions as a formative assessment.</p> <p>Assessment during conclusion using option 1: Check graphic organizers for completeness and appropriate responses. If a response is completely off the wall, that student did not use key details and either does not understand how to use key details from a story, could not recall the story, or did not comprehend the story. You may wish to use a rating scale for assessing these organizers. For example, you may use a scale from 1-5 where 1 would represent completely off the wall responses or no responses at all and where 5 would represent correct, detailed responses.</p> <p>Assessment during conclusion using option 2: A rubric would be recommended for assessing this assignment. A sample rubric can be found by following this link. It will need to be modified for your class depending on how much you require from your students for the writing portion of the assignment. You may need several variants of the rubric in order to meet your need to differentiate. The purpose of this assessment is to assess higher thinking order processes. Keep in mind how creative your students' drawing and writing is while still following the key details from the story.</p>
<p>Resources:</p>	<p>Consider using these resources for the following aspects of this lesson.</p> <p>For Brain Breaks: Dance break with the Crazy Frogs (this video is 55 seconds long) https://www.youtube.com/watch?v=FNcRbm4PyQ&list=PL5DBC41577EFEDC1A&index=44 Dance to the YMCA with the Minions (this video is 2:56 long) https://www.youtube.com/watch?v=AGizmgReKcw&feature=share Play a game like 5-4-3-2-1: In this game, you come up with five different physical activities for your students and then have your students do a descending amount of each activity. For example, you would have your students do 5 toe touches, 4 jumping jacks, 3 push-ups, 2 hops on one foot, and 1 sit-up. For other brain break ideas, check out this website: http://www.minds-in-bloom.com/2012/04/20-three-minute-brain-breaks.html.</p> <p>For Option 2 of Conclusion: Use the following apps instead of using drawing paper if you like. Brushes 3 app for Apple products https://itunes.apple.com/us/app/brushes-3/id545366251?mt=8 Paper app for Apple products https://itunes.apple.com/us/app/id506003812?mt=8&src=af Sumo Paint app for computer http://www.sumopaint.com/app/ or Apple products Paint, a program that automatically comes with most computers</p>
<p>References:</p>	<p>Lynette, R. (2012, April 8). 20 Three-Minute Brain Breaks [Web log post]. Retrieved from http://www.minds-in-bloom.com/2012/04/20-three-minute-brain-breaks.html</p>

The Greedy Traveler

Once upon a time there was a man on a journey. After walking a good deal, he met a family. The family invited him into their home and gave him a seat on a mat. After he rested for a while, the family's animals came home from grazing. When all the animals had been gathered, the father of the family took one of their goats and killed the goat so that he could cook some meat for their guest. They also took some fresh goat milk and prepared it for their guest. When everything was ready, the family gave the traveler the milk and meat. To the father's surprise, the traveler ate all the meat and drank all the milk.

After the traveler had finished eating, the father began to talk with the traveler. "Where are you going from here?" the father asked.

"I am going to see a doctor." The traveler said.

"Why do you need to see the doctor?" asked the father.

"I am sick and I have been having stomach problems." The traveler responded.

"What is wrong with your stomach?"

"I haven't been able to eat much recently."

"You have a hard time eating?" This surprised the father.

"Yes, I haven't been able to eat as much as I used to."

"Hmmm... If that is the case, I must ask a favor of you," the father said.

"What is it?" the traveler asked.

"I must ask that you do not come to my house again after the doctor treats you." The father said to the traveler. To his family he said "This man ate an entire goat worth of meat all at once. When he receives treatment for his stomach problem, he'll probably want to eat ten goats!"

	1- Poor	2-Fair	3-Good	4-Super
Creativity	I did not put any effort into making my drawing creative or I did not draw anything at all.	My drawing matches someone else's drawing.	My drawing is fairly creative.	My drawing is exceptionally creative.
Drawing Has Details from Story	My drawing does not match the story at all.	My drawing has some details from the story, but it is missing some details.	My drawing has several details from the story included.	My drawing matches the story exactly.
Writing Component	<u>This is the part that you will need to put in yourself depending on your needs.</u>			
Grammar and Punctuation	I made six or more errors.	I made three to five errors.	I made one or two errors.	I used correct punctuation and capitalization.

Name: _____

THE GREEDY TRAVELER

What is the moral of the story?

Why was it a problem
that the traveler ate all the
food the family gave him?

What is your favorite
part of this story and
why?

Use details from the story
to explain.

Appendix F

Lesson 5 and Accompanying Resources

The Hyena and the Fox	
Standard(s):	<p>2nd: CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3rd: CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>4th: CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>5th: CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
Essential Question(s):	<p>What is the theme of "The Hyena and the Fox"?</p> <p>What are some similarities and differences between "The Hyena and the Fox," and "The Goose that Laid the Golden Egg"?</p>
Vocabulary:	<p>Prior Vocabulary Necessary for Instruction:</p> <ul style="list-style-type: none"> • The concept of greed • Moral • Theme • Folk tale • Fable <p>New Vocabulary Introduced in this Lesson:</p> <ul style="list-style-type: none"> • Herd • Livestock • Flirt • Jealous • Grazing
Materials Needed:	<p>"The Hyena and the Fox"</p> <p>"The Goose that Laid the Golden Egg"</p> <p>Paper for Venn diagram</p> <p>Paper for fable and folktale writing</p>
Introduction:	<p>Begin this lesson with a discussion on what folktales and fables are. You may want to ask some of the following questions.</p> <ul style="list-style-type: none"> • What is a fable? Give an example. • (4th and 5th grades) In general, what is the theme of fables?

	<ul style="list-style-type: none"> • What is a folktale? Give an example. <p>The following questions may not be appropriate for students who have not been greatly exposed to fables and folktales, but lead to essential bits of knowledge if you wish to follow this lesson completely.</p> <ul style="list-style-type: none"> • What is the difference between the two? (A fable is written to teach a lesson, a folktale is passed on by word of mouth and does not always teach a lesson) • How are they similar?
Body:	<p>Read "The Hyena and the Fox"</p> <p>Before reading to younger students, explain that this story is a folktale. For older students (2nd grade and up), ask them at the end what type of story it is.</p> <p>Questions to ask after reading "The Hyena and the Fox":</p> <p>Should the hyena have trusted the fox?</p> <p>Why do you think the fox made the hyena fall in love with her?</p> <p>What emotion caused the fox to do what she did?</p> <p>What was the theme of this story?</p> <p>Read "The Goose that Laid the Golden Egg"</p> <p>Before reading to younger students, explain that this story is a fable. For older students, save this knowledge for later and ask students what type of story it is after it has been read.</p> <p>Questions to ask after reading "The Goose that Laid the Golden Egg"</p> <p>What emotion caused the farmer and his wife to kill the goose?</p> <p>Was it a wise choice to kill the goose?</p> <p>What was the theme of this story?</p> <p>Questions to ask after reading and discussing both stories</p> <p>What did these stories have in common?</p> <p>(If not answered already) What was the overall theme of these two stories? (Greed)</p> <p>(3rd grade) How do we know this is the theme of these stories?</p> <p>(4th and 5th grade) How is the theme treated differently in these two stories? (In one story, the greedy people suffer, but the other story shows that greedy people prosper rather than suffer)</p>
Conclusion:	<p>Option 1: Create a Venn Diagram Comparing and Contrasting the Two Stories</p> <p>Either have printed out or have students draw a Venn diagram. Instruct students to label one circle "The Hyena and the Fox" and label the other one "The Goose that Laid the Golden Egg." Tell students to record the similarities of the two stories in the overlap and the differences in the appropriate sides of the circle. More instructions may be required depending on how familiar your students are with making Venn diagrams.</p> <p>Option 2: Write Your Own Fable or Folktale That Incorporates the Theme of Greed</p>

	<p>After identifying the overall theme for the two stories and discussing the genre of the two stories, instruct students to write their own fable or folktale using the same theme. Remind them to use all the aspects that are involved in a fable or folktale. A fable should have the following characteristics: an everyday problem, short in length, a clearly stated lesson, and possibly animals that talk and act like humans. A folktale should have these characteristics: a simple storyline, characters represent human qualities such as foolishness or wisdom, and the problems are obvious to the reader.</p>
Suggested Assessment Tool(s):	<p>For Introduction and Body of the Lesson Before the start of the lesson, instruct students to record a set number of questions the questions that you ask and their responses to those questions. This will allow you to be able to provide proof that all your students paid attention and participated during the discussion rather than having the possibility that your students were passive participators. You may want to set limits such as after the questions from the introduction, they should already have two questions and answers recorded, then one question and answer per story, and then one more from the questions about both stories. This will ensure that you get a variety of answers from the same students so that you may assess their understanding of the questions and content. This assessment can function as a formative assessment; it will allow you to know where to go next with your instruction.</p> <p>For Conclusion Option 1 Use students' Venn diagrams to assess the depth of their comprehension of the two stories. Look for the quantity of similarities and differences as well as the quality of these similarities and differences. Use your own preference for scoring this work. This assessment can be used as a formative or summative assessment based on your needs.</p> <p>For Conclusion Option 2 Use the checklists found here to assess your students' written understanding of what a fable or folktale should include as well as their understanding of theme. This can be used as a formative assessment.</p>
Resources:	<p>For discussing folktales and fables Follow this link to find a PowerPoint that may aid in the discussion during the introduction. After the title slide, animations have been put in place so that you can bring up the question without bringing up the answer provided. When you are finished discussing the question, click again and the provided answer (which is not the <i>only</i> correct answer) will show up. Click once more to go on to the next question.</p> <p>For reading "The Goose that Laid the Golden Egg" This link will lead you to an online edition of this story. http://www.storyit.com/Classics/Stories/goldengooseegg.htm</p>

	<p>This link will lead you to a YouTube video that will read the story to your class for you. https://www.youtube.com/watch?v=K1pZAbC0dJk</p> <p>For Venn diagram This website enables students to make and edit their Venn diagram online. You should play around with this website before exposing students to it because it takes a bit of figuring out how to make it do what you want. http://www.readwritethink.org/files/resources/interactives/venn_diagrams/</p>
References:	<p>http://mail.wecdsb.on.ca/~karina_piroli/FOV1-00048715/FOV1-0006565F/Fable%20Characteristics.pdf https://srasanchez.wikispaces.com/file/view/folktales-2.../folktales-2.pptx</p>

The Hyena and the Fox

Once upon a time, there was a fox and a hyena who were neighbors. The hyena had more livestock than the fox did. This made the fox jealous, so the fox flirted with the hyena, causing him to fall in love with her.

The next day, the fox told the hyena "I will look after the livestock today, so you rest." Trusting her, the hyena allowed the fox to take care of his animals for the day.

When the fox took the livestock out to graze for the day, she mixed her livestock with the hyena's livestock. After the animals were settled, she went into the bushes and saw the lion sitting in another field watching his own animals graze. "Are you tired today?" She asked the lion.

"Yes." He yawned.

"Go to sleep then. I'll watch your animals for you." She purred.

"Alright then." He agreed before falling asleep. While the lion slept, she took lion's fattest animal and ate it. After she ate it, she took some of the blood, the bones, and the skin back to where the hyena slept. She smeared the blood on the hyena's mouth and spread the bones and skin over the area, making it look like it was actually the hyena who ate the animal, not the fox.

When she returned to where the livestock was still grazing, the lion woke up. He quickly realized that something was wrong with his livestock. He counted his animals and noticed that one was missing which made him very angry. "What happened? Where is the animal?" he asked.

"The hyena ate one of your animals." The fox told him.

The lion got up and ran to where the hyena lived. After seeing the bones and skin scattered about and the blood on the hyena's face, the lion grew even angrier and killed the hyena before returning to tend to the remainder of his herd while the fox tended to her own much larger herd.

Checklist

Fable

- ☐ Everyday problem
- ☐ Short
- ☐ Lesson is clearly stated
- ☐ Animals that talk/act like humans (optional)
- ☐ Theme of greed evident

Student name: _____

Folktale

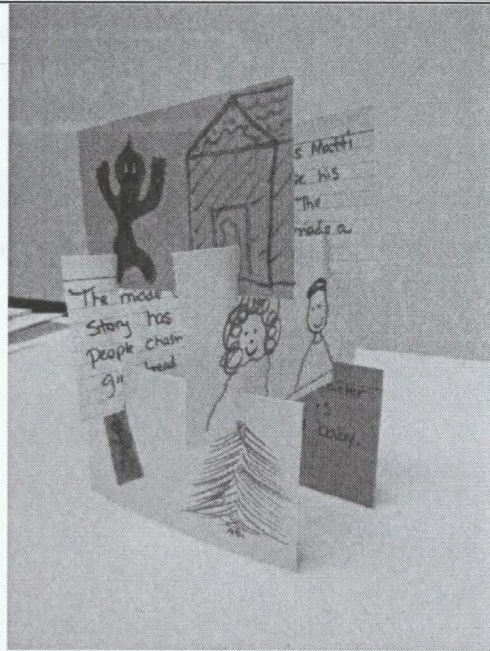
- ☐ Simple storyline
- ☐ Characters represent human qualities (wisdom, pride, jealousy, etc.)
- ☐ Problems are obvious to the reader
- ☐ Theme of greed evident

Student name: _____

Appendix G

Lesson 6 and Accompanying Resources

The Tortoise and the Fox	
Standard(s):	<p>1st: CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.</p> <p>2nd: CCSS.ELA-LITERACY.RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>3rd: CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>4th: CCSS.ELA-LITERACY.RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>5th: CCSS.ELA-LITERACY.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>
Essential Question(s):	How can I summarize a text?
Vocabulary:	<p>Prior Vocabulary Necessary for Instruction: Summarize</p> <p>New Vocabulary Introduced in this Lesson: Tethered Endanger</p>
Materials Needed:	<p>Index cards</p> <p>"The Tortoise and the Fox"</p> <p>Pencils</p> <p>Scissors</p> <p>Crayons</p>
Introduction:	<p>If students have been sitting still or have needed to be quiet for a long period, take a moment for a brain break.</p> <p>Explain to students that you will be sharing a traditional story from Sudanese culture. If you have a student from this culture, use your own discretion as to whether or not you should share this information with the entire class.</p> <p>Explain to students that this story is a story that parents tell their children in Sudanese culture. Ask students if their parents tell them any stories at home. Encourage students to share the name of the story or a one sentence summary of the story.</p>

<p>Body:</p>	<p>Read "The Tortoise and the Fox"</p> <p>Pre-reading Questions</p> <ul style="list-style-type: none"> • What are some key details that we should try to remember from any story we read? (i.e. characters, setting, plot) • What are some ways you have seen people act when they are jealous of someone or something? <p>During Reading Questions</p> <ul style="list-style-type: none"> • At the end of the first paragraph <ul style="list-style-type: none"> ○ What characters have we met? ○ Do we know our setting yet? • At the end of the third paragraph: Does the tortoise really have to worry about his enemies cornering him in the big house? <p>Post-reading Questions</p> <ul style="list-style-type: none"> • Why did the fox always wait a while before giving in to what the tortoise wanted? Why didn't she give in to his begging right away when she wanted what he wanted all along? • What characters were mentioned in this story? • What is the setting? (Outdoors for the most part) • What happened during the beginning of the story? • What happened during the middle of the story? • What happened during the end of the story?
<p>Conclusion:</p>	<p>Story Tower</p> <p>A story tower is made of index cards that summarize any given story. List the elements you want your students to list on each index card. In general, a card for each character, a card for the setting(s), a card for the beginning of the story, a card for the middle, and a card for the end should be made. You may want your students to focus on more or fewer aspects so adjust your own list of required elements to your class's needs. On one side of the card, students should draw a picture of whatever should be on the card such as a picture of the setting. On the other side, sentences should be written describing the character/setting/event. When finished making the cards, make two slits on the long side on the bottom of the cards at opposite edges. Stack the cards on top of each other by inserting a card into the slits of other cards. The process of putting the tower together is very similar to building with Lincoln Logs.</p> 

<p>Suggested Assessment Tool(s):</p>	<p>During the Body Create a checklist of your students' names. When a student adequately answers a question, place a check by their name. This checklist will let you know not only who is participating but also who is not grasping the concepts behind the questions.</p> <p>During the Conclusion Use your students' story towers to assess their summarizing skills. Check cards for accurate depictions of the component drawn and written about on each card. This will allow you to see what components your students struggle with. For instance, you may notice that one student can describe the fox and tortoise very well, but when it comes to the actual events in the story, the description written is less than satisfactory. Now you know that this student understands how to describe characters but struggles with summarizing events which helps you know to plan more lessons on how to summarize events in a story. This assessment can be used as either a formative or summative assessment.</p>
<p>Resources:</p>	<p>Brain Breaks Here's a fun brain break dance opportunity to use for your students. It is fairly simple in the movements making it easy to learn. The video is a little long, so you may want to stop the video when Mario jumps down the tube. https://www.youtube.com/watch?v=OgKJDlMrSgI</p> <p>For a less tech reliant brain break, make popsicle sticks with different modes of transportation written on them. Draw a stick and tell students to act like that type of transportation. Some modes of transportation to consider are sedan, sports car, mini-van, pick-up truck, dump truck, transfer truck, train, jet plane, bi-plane, tug boat, cruise ship, speed boat, motorcycle, 4-wheeler, and monster truck.</p>
<p>References:</p>	

The Tortoise and the Fox

Once upon a time, a tortoise and a fox went looking for new homes together early in the morning. By the afternoon, the tortoise found a big house that owned a fat bull. The fox found an abandoned hut with an old cow tethered in it.

Come late afternoon, it became obvious that it was about to rain. Unwilling to sleep in the less than water-proof hut, the fox decided to see what she could do to improve her situation.

"Tortoise," she said, "if my enemies attack me, from inside this hut I can escape through any one of the many holes in the hut, but where will you escape from in that big house? Someone might block you at the door and then what will you do?"

Convinced that this was a problem, the tortoise began pleading with the fox to switch houses. "Please let me live in the hut, Fox! You can have the big house, just let me have the hut!"

"Leave me alone! I will be killed by my enemies if I live in that big house of yours. Leave me be!" she said, but the tortoise continued to beg her to give up the hut for him. Eventually, she gave in to his begging and moved into the big house, leaving the small hut for the tortoise.

As evening came, the rain began to pour, soaking the inside of the hut. Drenched, the tortoise came outside and called to the fox. "Dear Fox, I am stuck in the rain!"

She gave him several different pieces of advice. "Go under that tree. Stand over there. Surely then you will be shielded from the rain." No matter where he went, the tortoise continued to be rained upon, causing him to become ill.

Come morning, the fox found a new way to fool the miserable tortoise. "Let's kill and eat our animals. Let's compare my cow against your bull to see who has the fattest animal."

The fox fed stones to both the skinny cow and the fat bull. "Whoever's animal makes the most noise when running is the fatter animal."

The tortoise agreed. When they set the animals to racing, no sounds could be heard from the bull's stomach while the skinny cow made plenty of noise. Jealous of the fox for having a fatter animal, the tortoise began to beg the fox for the cow.

"First you take my house and endanger my life, and now you want my fattened cow? Leave me alone!" However, eventually she relented and agreed to switch animals as well. They then killed their animals and the fox began frying her meat in some of the fat from her animal.

The tortoise, however could not make his meat sizzle like the Fox's. "Fox, it is hard to cook this!" She skewered a piece of his meat and placed it in her frying pan. Instantly the meat began to sizzle. "Fox, why am I unable to cook it?"

"Because you are a fool who does not know when to flip the meat. It's really none of my business though."

Eventually, they had cooked everything and sat there around the fire, shivering in the cold of the night. Left to his thoughts, the tortoise became bitter about all his suffering in the past day. He thought to himself, "You know, it's all her fault that I'm so miserable. She's the one who gave me the hut that leaked rain and she's the one who said we should compare cows and now her meat is better than mine." The tortoise looked over at the fox and stared at her.

"What's that?" he asked her.

"I have no idea what you're talking about." She sniffed.

"Then can I strike a fiery stick with it?" he asked.

"Sure, why not."

Tortoise took a fiery stick from the fire and struck the fox, burning her. She began to curse the tortoise. After this incident, the fox and the tortoise parted ways.

The Wolf Man and the Fox-like Man	
Synopsis:	<p>1. COUNTRY OF ORIGIN: ALGERIA. This country was named after the country of the wolf man and the fox-like man.</p> <p>2. COUNTRY OF ORIGIN: ALGERIA. This country was named after the country of the wolf man and the fox-like man.</p> <p>3. COUNTRY OF ORIGIN: ALGERIA. This country was named after the country of the wolf man and the fox-like man.</p> <p>4. COUNTRY OF ORIGIN: ALGERIA. This country was named after the country of the wolf man and the fox-like man.</p>
Synopsis:	<p>1. COUNTRY OF ORIGIN: ALGERIA. This country was named after the country of the wolf man and the fox-like man.</p> <p>2. COUNTRY OF ORIGIN: ALGERIA. This country was named after the country of the wolf man and the fox-like man.</p> <p>3. COUNTRY OF ORIGIN: ALGERIA. This country was named after the country of the wolf man and the fox-like man.</p> <p>4. COUNTRY OF ORIGIN: ALGERIA. This country was named after the country of the wolf man and the fox-like man.</p>
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Synopsis:	<p>1. COUNTRY OF ORIGIN: ALGERIA. This country was named after the country of the wolf man and the fox-like man.</p> <p>2. COUNTRY OF ORIGIN: ALGERIA. This country was named after the country of the wolf man and the fox-like man.</p> <p>3. COUNTRY OF ORIGIN: ALGERIA. This country was named after the country of the wolf man and the fox-like man.</p> <p>4. COUNTRY OF ORIGIN: ALGERIA. This country was named after the country of the wolf man and the fox-like man.</p>

Appendix H

Lesson 7 and Accompanying Resources

The Wise Man and the Foolish Man	
Standard(s):	<p>K: CCSS.ELA-LITERACY.RL.K.1 With prompting and support, ask and answer questions about key details in a text</p> <p>CCSS.ELA-LITERACY.W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> <p>1st: CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.</p> <p>CCSS.ELA-LITERACY.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
Essential Question(s):	<p>What makes a good choice a good choice?</p> <p>What are wisdom and foolishness?</p>
Vocabulary:	<p>Prior Vocabulary Necessary for Instruction:</p> <p>New Vocabulary Introduced in this Lesson:</p> <ul style="list-style-type: none"> • Foolish • Wise • Bray
Materials Needed:	<p>"The Wise Man and the Foolish Man"</p> <p>Writing paper</p>
Introduction:	<p>Tell your students you have a series of decisions to make today. First give them a trivial decision such as what to have for lunch today. Give them the options and take a vote.</p> <p>Then give them another small decision such as whether or not to switch two subjects/activities. Take a vote, and if possible, follow through with their decision.</p> <p>Next present a more meaningful decision such as to sharpen all the pencils or to throw all the dull or broken pencils all away. Take a vote then discuss the ramifications of each option. Be sure to include the terms "wise" and "foolish" or their variants in this discussion.</p> <p>If you are the type of teacher that has instruction time at the carpet, give them the option of sitting at the carpet, or sitting at their desk. Whichever option has the most votes, use that for your instruction of this lesson. If that isn't your teaching style, then ignore this last vote.</p>

Body:	<p>Read "The Wise Man and the Foolish Man"</p> <p>Stop at the end of the second paragraph and question the wisdom of that man's choice (to cut the branch off while sitting on the branch).</p> <p>At the end of the fifth paragraph, ask why the wise man told the foolish man that he would die when his donkey brays.</p> <p>Questions for after reading</p> <p>What were some of the foolish man's foolish decisions?</p> <p>Would the foolish man have stayed in the cemetery forever?</p> <p>How did the wise man show us he is wise?</p> <p>Have you made any foolish decisions? If so, name one.</p> <p>Have you made any wise decisions? If so, name one.</p>
Conclusion:	<p>Give students the following writing prompt: describe a time when you made a foolish or wise decision and what happened afterwards. Draw a picture to illustrate what you write.</p>
Suggested Assessment Tool(s):	<p>For the body</p> <p>Create a checklist using your students' names. Place a check next to students' names for those who ask and answer questions.</p> <p>For the conclusion</p> <p>Use the rating scale found here to assess students' work from this section. Mark the appropriate number next to each aspect listed in the scale. This assessment can be used as a formative assessment to keep track of your students' writing progress.</p>
Resources:	<p>For during or after the story</p> <p>Students may ask what it means for a donkey to bray. Here is a video that will answer that question.</p> <p>https://www.youtube.com/watch?v=gROO7xSTxfY&feature=kp</p> <p>For the conclusion</p> <p>Use this resource to make the writing prompt more interesting. Instead of simply writing a journal response, students will be able to make a comic strip about their wise/foolish decision. I recommend the three panel option for this assignment although Kindergarten teachers may want to consider using the one panel option for students who struggle with writing a great deal.</p> <p>http://www.readwritethink.org/classroom-resources/student-interactives/comic-creator-30021.html</p>
References:	

The Wise Man and the Foolish Man-edited

Once upon a time, there were two men: one was very wise and the other was very foolish. One day, the foolish man decided that he wanted to build ten traditional houses. In order to build these houses, he needed some branches so he went into the forest. Once there, he climbed a tree and found a suitable branch. He climbed up onto that branch and sat on it while he thought about how to cut it off.

As he was thinking, the wise man passed by. "Sir! If you are thinking about cutting off that branch, it is a very bad idea! If you cut off that branch, you will fall with it."

The foolish man did not listen so the wise man went on his way. A short time later, the foolish man cut the branch and both he and the branch fell to the ground, just as the wise man said. After some time, the foolish man was fortunate enough to be able to stand and shake the dust from his clothes. He then ran after the wise man. After he caught up with the wise man, he said "Sir wait! I must ask you something! You knew I was going to fall from that tree and I surely did. Please do me a favor and tell me when am I going to die?"

The wise man shook his head and responded. "You are acting very foolish young man. " But the foolish man continued to insist that he tell him when he was going to die. The wise man realized that the foolish man was quite dumb and would not leave him alone until he responded, so he gave in and told the man this before leaving: "You will die when your donkey brays."

Satisfied, the foolish man left and went to his donkey. He stared at his donkey's mouth, waiting for it to bray because he believed that when it did, he would die. As he waited, he said to himself "Today, if your donkey brays, you are a dead man."

After a time, he left his donkey and prepared a white sheet to use as his coffin. When he returned to his donkey, his donkey saw another donkey and brayed. Frightened, the foolish man took his sheet and ran down to the cemetery and laid down between two graves, believing he was now dead.

Sometime later, some people who were lost walked by the cemetery. They saw the man lying in the cemetery and said to each other "Here is someone sleeping in the cemetery. Perhaps he knows the way to town." They approached the foolish man and called out "Excuse us, sir! Can you point us in the direction of the town? We are lost and are not sure which way to go to get to town."

"The town? Uh... When I was alive, the town used to be that way, but now that I'm dead I'm not sure."

Surprised, the people laughed at him. "How can that happen? You are very much so alive and here!" The foolish man told them how he had gone to cut a branch down and the wise man had predicted his falling and then predicted his death. When he finished his story, they told him "No one can die that way! Every man will die on his destined day and not a day sooner. You are foolish for thinking otherwise. Come, let's go to town." And together they went into the town.

Rating Scale

Student's Name: _____

1=poor-----3=average-----5=excellent

- ☐ Spacing
- ☐ Letter formation
- ☐ Writing makes sense
- ☐ Writing fits prompt
- ☐ Illustration fits text
- ☐ Uses punctuation
- ☐ Uses capitalization
- ☐ Spelling (1 being non-existent, 3 being consonant sounds all correct 5 being all words spelled correctly)

Appendix I

Lesson 8 and Accompanying Resources

The Treatment of Lions in Different Cultures	
Standard(s):	<p>4th: CCSS.ELA-LITERACY.RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>5th: CCSS.ELA-LITERACY.RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>
Essential Question(s):	How do I compare and contrast the same topic in two different stories?
Vocabulary:	<p>Prior Vocabulary Necessary for Instruction:</p> <p>New Vocabulary Introduced in this Lesson:</p>
Materials Needed:	<p>You may need butcher paper or chart paper for the brainstorm in the introduction "Aguet and the Human Lion"</p> <p>"Two Friends: Human Girl and Lion Girl"</p> <p>Recommended materials for the conclusion:</p> <ul style="list-style-type: none"> • Poster board or butcher paper • Markers • Construction paper • Scissors • Glue • Rulers • Paint and Brushes • Butcher paper or newspaper (to protect the floor if using paint) • Pencils • Printouts or coloring pages of lions
Introduction:	<p>Brainstorm</p> <p>Brainstorm with your student as a class about what they think about when they think about lions. Direct students to think about character traits associated with lions such as loyalty or courage and how lions are treated (Are they respected? Feared?). For the sake of practicing connecting where thoughts come from, you may ask students to think of stories, poems, or even movies where these character traits are shown in lions. For organizational purposes, you should use a concept map. Keep this concept map handy because you will want to refer back to it later in the lesson.</p>

Body:	<p>Prior to any reading, explain that you will be reading two stories from two different cultures that both feature lions as key characters in the story. After reading, students will be comparing the character traits and treatment of the lions in both stories.</p> <p>Read "Aguet and the Human Lion" Prior to reading, explain that this story is a traditional story from the Sudanese culture. Read the story then discuss if there are any treatment patterns or character traits that need to be added to the concept map. Words such as sneaky, conniving, and mysterious may be some words that you should consider adding to the map.</p> <p>Read "Two Friends: Human Girl and Lion Girl" Prior to reading, explain that this story is a traditional story from Sudanese culture. Read the story then discuss if there are any treatment patterns or character traits that need to be added to the concept map. Words such as love, prejudice, and friendship may be some words you should consider adding to the map.</p> <p>Discussion After reading the two stories, begin a discussion comparing how lions are treated and considered in each of the two cultures. Refer to your concept map to keep the discussion going. Be sure to address each of the following points as well as any additional points you or your students notice. From the Sudanese culture: lions aren't what they seem (referring to the transformation of the lion to a human form), lions don't speak, maliciousness of the lion, driven by instinct (the way the lion continued to stop for each piece of the goat rather than chasing Aguet until she caught her). From the Sudanese culture: friendship, loyalty (the lion family protected the human girl), maliciousness of humans, innocence of the lions (the lions did not harm the girl whereas the humans harmed the lion girl).</p>
Conclusion:	<p>Advertisement Instruct students to create an informational advertisement advocating the beliefs from the two stories. Students should compare and contrast the treatment of lions from the two stories while expressing which view they find the most right or say why they think both attitudes about lions are correct or incorrect. The objective of this advertisement is to convince readers to follow a set of beliefs about the characteristics and treatment of lions. Provide a wide assortment of materials for your students to use so that they can stretch their creativity to the limits. A recommended list of materials can be found in the materials needed section. You may want to give students more than one day to work on this project. Have students present their posters and defend their view once their work is finished.</p>
Suggested Assessment Tool(s):	<p>A rubric can be found here for assessing the advertisements made during the conclusion. This assessment can be used as either a summative or formative assessment.</p>
Resources:	<p>For the Introduction https://www.gliffy.com is a great website for making concept maps. Simply drag shapes and lines where you want them and type in the words you want and you</p>

	instantly have a neat concept map that can be adjusted as new ideas come to mind. For the Conclusion Instead of making a poster, have students make a PowerPoint or Prezi (http://prezi.com/) presentation instead. Just keep the same goals and change the medium.
References:	

Aguet and the Human Lion

Once upon a time, there was a girl named Aguet who lived in a cattle camp. One day, she was asked to go to the village and fetch a goat. She made it to the village and retrieved the goat without any problems. On her return trip, she met a woman who resembled her aunt.

"Auntie, how are you? It is nice to meet you here." Aguet asked.

No response came from the woman.

"What are you doing in the forest?" Aguet asked.

The woman said nothing and simply smiled. Aguet kept her silence and they began to walk through the forest to the cattle camp. Along the way, Aguet continued to ask the woman questions, but she never responded. Due to the woman's strange behavior, Aguet came to the conclusion that the woman was not her aunt at all: she was actually a human lion. Immediately Aguet realized she was in danger and she had to do something. She tried to distance herself from the woman, but it was too late. The human lion knew that Aguet was suspicious so she began to sing a strange song.

"Who is your aunt? Who is your aunt?" sang the human lion.

As she began to sing, Aguet brought out her knife, tucked the goat firmly under arm, and began to run.

The human lion transformed fully into a lion and became wild.

The lion was about to catch up with Aguet, so Aguet cut off the goat's leg and threw it to the lion. The lion stopped to grab the leg and eat it while Aguet continued to run. When the lion finished eating the leg, she continued to chase Aguet. Again, as the lion caught up, Aguet cut off part of the goat and threw it to the lion as she continued to run. Aguet kept this strategy going

until finally she reached the cattle camp where she was saved by her family. Frustrated, the lion ran back into the forest.

Two Friends: Human Girl and Lion Girl

A long time ago, a human girl became friends with a lion girl. As friends, they shared everything. When they were at the lion girl's house, they cooked and ate there. When they were at the human girl's house, they cooked and ate there. The other lions wanted to kill the human girl, but the lion girl's family was against the idea and instead protected her.

One day, the human girl brought her friend the lion girl home with her. When they arrived, the people in her house wondered why she brought a lion with her. The girl insisted that the lion was her friend. The other humans thought this was a bad idea. The girl insisted that it was fine and promised to protect her friend until she could take her back home.

That night, the people from the human girl's house attacked the lion girl and burned her in the fire. In the morning, the human girl woke to find that the lion girl was missing. Surprised, she asked her mother what had happened to her friend. Her mother told her that the lion girl had been burned to death the night before. The girl cried over the loss of her friend.

The result of these actions led to two curses. The first curse is that no matter how good a friend you are to someone, that friendship may turn into a struggle and will end in death. The second curse is that there will never be friendship between humans and lions. If the friendship between the human girl and the lion girl had not ended in bloodshed, lions and humans would not have become enemies.

	1 Poor	2 Okay	3 Good	4 Great
Expression of View	The student does not state what view he/she supports.	The student is ambiguous about what view he/she supports.	The student expresses supporting two or more views.	The student clearly states what view he/she supports.
Contrast	Does not clearly state any ways that the stories address lions differently. (May roughly state other ways that the lions are treated differently.)	Clearly states 1 way that the stories address lions differently. (May roughly state other ways that the lions are treated differently.)	Clearly states 2 ways that the stories address lions differently. (May roughly state other ways that the lions are treated differently.)	Clearly states 3 or more ways that the stories address lions differently.
Comparison	Does not clearly state any ways that the stories address lions similarly. (May roughly state other ways that the lions are treated similarly).	Clearly states 1 way that the stories address lions similarly. (May roughly state other ways that the lions are treated similarly).	Clearly states 2 ways that the stories address lions similarly. (May roughly state other ways that the lions are treated similarly).	Clearly states 3 or more ways that the stories address lions similarly.
Neatness	Writing is not legible. 5 or more spelling and grammar mistakes.	Writing is not legible in some but not all places. Fewer than 5 obvious spelling and grammar mistakes.	Writing is legible. Fewer than 3 mistakes with spelling or grammar.	Writing is legible. No mistakes with spelling and grammar.
Creativity	One or two mediums. No pictures used to balance the use of words. OR No work to turn in.	One or two mediums used. The amount of pictures and words used are not balanced.	Several different mediums used. The amount of pictures and words used are not balanced. OR One or two mediums used. The amount of pictures and words used are balanced.	Several different mediums used. The amount of pictures and words used are balanced.

Appendix J

Lesson 9 and Accompanying Resources

Two Brothers, Seven Sons, Seven Daughters

Standard(s):	2 nd : CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges. 3 rd : CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events											
Essential Question(s):	How do a characters actions (or lack of actions) describe the personality of a character?											
Vocabulary:	Prior Vocabulary Necessary for Instruction: <ul style="list-style-type: none">• Positive• Neutral• Negative New Vocabulary Introduced in this Lesson:											
Materials Needed:	Index cards or sticky notes “Two Brothers, Seven Sons, Seven Daughters” Graphic organizer copies											
Introduction:	<div><div>Begin this lesson by brainstorming character traits. Draw a three column T-chart on the white board or poster board. Over each column, write positive, neutral, and negative. Give students sticky notes or index cards and have them write one trait for each column. Have them stick their sticky notes under the appropriate columns. After students have finished, discuss what they have placed under each column.</div><table><tr><th colspan="3">Character Traits</th></tr><tr><th>Positive</th><th>Neutral</th><th>Negative</th></tr><tr><td></td><td></td><td></td></tr></table></div>			Character Traits			Positive	Neutral	Negative			
Character Traits												
Positive	Neutral	Negative										

Body:	<p>Read "Two Brothers, Seven Sons, Seven Daughters"</p> <p>Explain to students that this story is mainly about two certain characters. Tell them to pay special attention to these characters' actions that describe their character traits.</p> <p>Post-Reading Questions</p> <ul style="list-style-type: none"> • Who were the two main characters? • What were some character traits of the daughter? Were these characteristics positive, neutral, or negative? • How do we know these are traits of the daughter? Were we directly told this or did we infer these things? • What were some character traits of the son? Were these characteristics positive, neutral, or negative? • How do we know these are traits of the son? Were we directly told this or did we infer these things? • Which of these two characters did you like best? Why?
Conclusion:	<p>Give students the graphic organizer found here and have them complete it.</p>
Suggested Assessment Tool(s):	<p>For the Introduction</p> <p>Measure what your students know by reviewing what traits they placed in which columns. You can do this informally by watching students place their sticky notes or have them write their names on the back of their sticky notes and use a checklist to confirm correct placement of each trait. Create a list of your students' names and create three columns. Title each column after the columns from the chart. Place a check under each column that individual students place a correct card under.</p> <p>For the Body</p> <p>Create a rating scale to formatively assess your students' responses to the questioning in the body of this lesson. Make a list of your students' names and as they answer questions, write a number 1-5 beside their name based on their responses. 1 represents an off the wall response and 5 represents an excellent response.</p> <p>For the Conclusion</p> <p>Use the graphic organizer as a formative assessment. Check for accuracy and depth. You may want to rate responses using the same scale from the body.</p>
Resources:	
References:	

Two Brothers, Seven Sons, Seven Daughters

Long, long ago, there were a pair of brothers. One brother had seven sons, and the other brother had seven daughters. One day, one of the sons and one of the daughters set out together for the city seeking work. The daughter left with a plan in mind. To execute this plan, she prepared some special salt for cooking using the ashes from her family's fire. The son, however, left empty-handed.

When they reached the city, they learned that there was work available in the king's palace so they went to the palace to ask about work. They were welcomed by the king who encouraged them to stay there until he found them work to do. Instead of waiting for the king to give her work, the daughter began working right away in the kitchens, just like she had done when she lived with her family. She woke every morning and prepared breakfast and lunch for the king and everyone in the palace. When she cooked, she used the special salt she had brought with her from her home. When the king tasted her food, he realized it was the most delicious food he had ever had for breakfast or lunch.

But while the daughter worked, the son did nothing.

After tasting her food, the king ordered his account manager to pay the daughter a good amount of money. When she was paid, she saved the money. After some time, the king promoted her and put her in charge of the other workers of the palace. With her leadership position, she was able to give the son work, but the son was foolish with his money. Instead of saving his money like the daughter did, the son spent all his money on drinking, clubbing, and other unnecessary spending.

While she became a good leader and a hard worker, the king fell in love with her and wanted to marry her. However, the daughter refused his proposal because her only purpose in coming to the city was to find work so she could save money for her family.

In the meantime, the son became a drunkard. In order to play a trick on him, every time he returned to the palace drunk, she stamped his buttocks with a red stamp.

Eventually, the two cousins decided to return home to their family. When they told the king of their plans, the king approved their plans and gave the daughter a large amount of money in addition to her normal pay, making the girl quite rich.

When they finally returned to their village, the daughter came with cars and money while the son came home empty handed. The daughter's family celebrated her success, while the son's family was quite dissatisfied with him.

"Where are your cars and bags of money, son?" asked the son's father.

To save his skin, the son told a lie. He said that his cousin, the daughter, had been involved in some very shady business and that was how she got her money and cars. The son's father and the rest of the family began to believe him. Eventually, the father of the seven sons went to his brother, the father of the seven daughters, and told him what his son had said. Her father was not happy about what he heard. He called her in and explained what he had heard from his brother. She shook her head and told them the true story.

"I worked for the king. He made me an overseer of many people, including my cousin. I saved my wages as well as the bonus I received. I never had anything to do with any shady business. My cousin has been lying. Let me prove it to you. I told him many times to stop misusing his money, but he wouldn't listen to me. Instead he used his money for drinking. The king was not happy with him. Go talk to the king if you need more proof; he will tell you everything. Also, because I knew he would lie to you, I did something to him secretly every time he got drunk: I stamped his buttocks. Check and see for yourself."

They called in the son in and checked his buttocks. Just as the daughter said, there were several red stamp marks all over the son's buttocks. Everyone in the room began to laugh while the son blushed. He was very confused about how his cousin did that to him. Then, surprisingly, the king arrived and explained everything to both fathers. After all these explanations, the daughter's honor was restored to her family. The king then asked the daughter's father permission to marry her. Proud of the girl, the entire family gave their approval and the girl married the king.

Inferring Character Trait

Character: _____

Character Trait	Proof (How do you know this is a trait of this character?)

On the backside of this sheet, draw a picture of what you think this character should look like based on his/her characteristics.

Appendix K

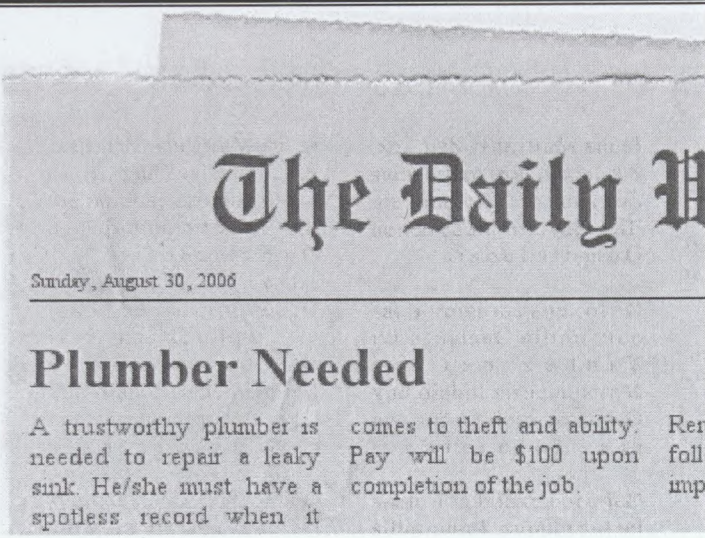
Lesson 10 and Accompanying Resources

Yonis the Thief

Standard(s):	<p>K: <u>CCSS.ELA-LITERACY.RL.K.5</u> Recognize common types of texts (e.g., storybooks, poems). <u>CCSS.ELA-LITERACY.RL.K.10</u> Actively engage in group reading activities with purpose and understanding. <u>CCSS.ELA-LITERACY.W.K.6</u> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. <u>CCSS.ELA-LITERACY.W.K.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>1st: <u>CCSS.ELA-LITERACY.W.1.6</u> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <u>CCSS.ELA-LITERACY.W.1.8</u> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>2nd: <u>CCSS.ELA-LITERACY.W.2.6</u> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. <u>CCSS.ELA-LITERACY.W.2.8</u> Recall information from experiences or gather information from provided sources to answer a question.</p> <p>3rd: <u>CCSS.ELA-LITERACY.RL.3.3</u> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <u>CCSS.ELA-LITERACY.W.3.6</u> With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. <u>CCSS.ELA-LITERACY.W.3.8</u> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <u>CCSS.ELA-LITERACY.W.3.10</u> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
Essential Question(s):	<p>Who can I trust? What are the characteristics of someone I can trust?</p>
Vocabulary:	<p>Prior Vocabulary Necessary for Instruction:</p> <ul style="list-style-type: none"> • Trust <p>New Vocabulary Introduced in this Lesson:</p> <ul style="list-style-type: none"> • Ghee: a runny butter made in India in particular

Materials Needed:	<p>Line markers (e.g. cones, rope, duct tape) Mines (e.g. wadded up paper, balls, cones) Blindfolds (optional) Job listings from newspaper Computers with internet access (optional)</p>
Introduction:	<p>Begin this lesson by playing Minefield.</p> <p>Set-up Prior to playing, have created the playing field. This may be prepared indoors or outdoors. Use your line markers to create the field. You will need to mark out a rectangle or square that is longer than two to three times the height of your average students. Once the boundaries are set, place your mines inside the boundaries. Unmovable objects such as large pieces of furniture can be used as mines in the game.</p> <p>Instructions Explain the game. Group the students into pairs. Have in mind who works well with each other in the class and try to group these students together. Have pairs decide which student will be the first to cross the field and which one will call out directions. The person crossing the field is not allowed to look (mandatory) or speak (optional) during play. The person calling out directions will direct the crosser through the minefield. The objective is to cross the minefield without bumping into any mines using the instructions given by the person giving directions. There are several ways to penalize bumping into mines although none are necessary: participants must restart, use a point system, or inflict a time penalty. Add or subtract mines based on students' performance in the minefield to increase or decrease difficulty. If the minefield is large enough, multiple groups can function inside the minefield. Before allowing the students to start, give them a few minutes to discuss how they will communicate in the field.</p> <p>Caution Blindfolding students can cause trust issues and may cause unwanted responses in students after the fact. It is recommended to make blindfolds available for students, but do not force students to use them. If students do not want to use a blindfold, tell them to keep their eyes shut. Penalize anyone who opens their eyes by treating the incident the same way you treat mines (time penalty, restart, or point system). This game should not be played if students have not had a chance to get to know each other yet.</p>
Body:	<p>Discuss the above activity using the following questions:</p> <ul style="list-style-type: none"> • Using a scale from 1 to 10 with 1 being not at all and 10 being very much, how much did you trust your partner before we started the game? • How much did you trust them at the end of the game? • What made your partner trustworthy or untrustworthy? • Which role was easier? Guide or blind man? Why?

	<ul style="list-style-type: none"> • How can you decide who to trust? • Would you trust a stranger to guide you through the minefield? <p>Read Yonis the Thief</p> <p>Questions to ask during reading:</p> <ul style="list-style-type: none"> • What is ghee? <p>Ask post-reading questions:</p> <ul style="list-style-type: none"> • What kind of story was this? • Should the man have trusted the thief? • What would you have done if you had been in the man's shoes? • Why should we not trust strangers completely? • Who can we trust?
<p>Conclusion:</p>	<p>Create a "job" listing for a trustworthy ____.</p> <p>Explain to students that they will be making a job listing. Many students have not seen job listings before, so bring a newspaper or two to school with you and show them job listings in the local paper. Explain that job listings are posted by someone wanting to hire someone to do something. Read an example or two. For their job listing, have them pretend that they can hire someone to do anything: save the world, do their chores, be their friend, etc. They need to include a brief job description, character traits of the person they want to hire, and what they would pay to get the job done. In this job listing, they need to list characteristics of someone trustworthy. Encourage them to think back through the day, and their discussions on trustworthiness.</p>
<p>Suggested Assessment Tool(s):</p>	<p>Assessment Tool for the Body:</p> <p>Create a checklist or rating scale to assess student responses to questions during the post-reading questions section. If using a checklist, simply make a list of all your students and place a check next to each students' name who correctly or adequately answers a question. If using a rating scale, create the same list of names. Next to each name, as students answer, write a number one through five. One represents an off the wall response and a five represents an accurate, well-thought out response.</p> <p>Assessment Tool for the Conclusion:</p> <p>Use students' writing from this section as an assessment. Create a checklist or rubric based on what students already know to use in writing. For example, first graders should know to capitalize the beginning letter of each sentence and have end punctuation at the end of a sentence. A checklist for these students would include these aspects along with any other aspects that these students have been working on during that school year. A sample checklist using what third graders should know to use by the end of the year can be found here. This assessment can be used as a benchmark to measure where students are at with their writing.</p>

<p>Resources:</p>	<p>This resource can be used for creating the job listing students make during the conclusion of the lesson. Students simply have to enter a name for their newspaper, the date, the headline for their job listing (this could be their name for identification purposes), and the content of their job listing. A sample product can be found to the right.</p> <p>http://www.fodey.com/generators/newspaper/snippet.asp</p> 
<p>References:</p>	<p>Mine Field - A Communication & Relationship-Building Activity [Web log post]. (n.d.). Retrieved from http://wilderdom.com/games/descriptions/Minefield.html</p> <p>Ghee. (n.d.). In <i>Merriam-Webster Dictionary online</i>. Retrieved from http://www.merriam-webster.com/dictionary/ghee</p>

Yonis the Thief

Once upon a time, there was a thief who had five sons. Together they concocted a scheme to rob someone. The father dressed up as a blind man and sent his five sons ahead of him on the road to wait for their plan to begin.

On that day, the thief was on the road and pretended to be a blind man. When he saw a man carrying a ghee and leading a group of goats by a tether, the thief threw his walking stick to the ground and cried out, "Where am I? I cannot see where I am! Will someone help me?"

"What has happened to you?" asked the man leading the goats.

"I can't see anything and I don't know where to go from here because I am blind." The thief answered.

The man with the goats stopped to think a moment. "Here's our situation: I am carrying a heavy load and leading some goats. My hands are full. What can I do to help you find your way again?"

The thief smiled to himself. "Hand me the rope and I will help you lead the goats. I'll also carry the ghee for you. All you need to do is help me get to the next road."

The man leading the goats hesitated. "Are you sure you can handle all of that?"

"I'm sure." So the man loaded the ghee onto the thief's back and gave him the tether for the goats and began to lead the man down the road. After they had walked a while, the thief's sons quietly came out of their hiding spots. One son took the load of ghee from his father while the other sons took the goats. After walking for a while longer, the thief called out "I don't feel the weight on my back anymore!"

"What are you talking about?" asked the man who owned the goats.

"I don't feel like I am carrying anything anymore." The thief explained.

The man who owned the goats finally turned around. "What happened?" he exclaimed.

"I don't know. You should go back and look for it. It may have all fallen from my hands along the way. You go back and check and I will sit here and wait for you to return."

The man left to look for his goats and ghee. When he returned, the thief had already left.

Checklist

Student's Name: _____

Job Listing Assignment Benchmark

- ☐ Used complete sentences
- ☐ Used at least one simple sentence
- ☐ Used at least one compound sentence
- ☐ Used at least one complex sentence
- ☐ Properly used capitalization
- ☐ Words are spelled correctly
- ☐ Used proper punctuation
- ☐ Writing is neat
- ☐ Writing makes sense

